

**Rural and Urban Social Movements**  
**SOC. 155CH - SPRING, 2010**

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**Th. .3-4 Chicano Studies Ctr.**

**Description:** This course examines “social movements,” as part of people’s collective efforts to create changes in society: their emergence, the process of their formation, and the varied strategies for their mobilization. Although the class will primarily focus on Cesar Chavez and the Farm Worker Movement, the theories, readings, and activities will seek to draw out lessons that are applicable to other social movements as well. There are various connecting links to the class: 1. each student is responsible for participating in a specific social movement, gathering literature on it, and applying general theories to the specific case selected (the class, in itself, will be the example of participating in building a social movement) 2. Each student is expected to draw practical experience from participating in various labor-related events (forums, field trips, etc.) 3. The student’s participation in a specific social movement and labor-related events should run parallel to the “generalizing thread” of readings, theories, and activities in the classroom.

**More specifically, this course examines:**

1. Social movement theories that analyze contending strategies in organizing unions, farm workers, immigrants, and multi-racial coalitions.
2. The nature of the farm labor movement: how place, class, gender, and ethnic/racial factors have played a role in issues related to land, wages, and quality of life.
3. The neglected topic of social, political, and economic interaction between various racial/ethnic groups. Specifically, the emerging forms of interaction and strategies which either promotes inter-group/multi-racial/ethnic alliances or separatism and inter-ethnic/racial conflict. Included in this part is the use of culture (teatro, music, poetry, etc.) as an organizing medium.
4. A dip into critical ethnographic methodology, how the various authors use this methodology in the readings, and how the methodology can be used to write a final research paper.

**Course Readings Include the Following:**

-- Reader at: Printing Works (681 E. Foothill Blvd – in the Staples Center Mall area)

--Richard Griswold Del Castillo. Cesar Chavez: A Triumph of Spirit

**Course Requirements:**

This class will be run in a seminar format: designed for the interchange of perspectives and views. Assigned readings will be used as a basis for class discussion and dialogue. It is taken for granted that the participants have read and know the assigned readings. **In order to analyze and make reference to the readings, please bring the assigned book or articles from the Reader to the class. I may ask you to refer to a passage in the readings.** All class participants are expected to contribute to each and every class. **In cases of borderline grades, class participation and attendance will be taken into consideration. Assignments should be turned in on time.** Unless there is a crisis emergency, please

do not ask for an extension. I will dock points for any papers that are turned in late. Assignments should be turned in on time. Should all the requisites not be completed by the end of the semester, a final grade will be tabulated on the work completed. I will only give an incomplete if there are extenuating circumstances. Papers should be typed, double-spaced, numbered proofread, and include references. Group presentations must be completed on time since any change would affect the schedule and the other group presentations.

Grades will be based on percentages as follows:

|                               |     |
|-------------------------------|-----|
| Two Take-Home Essay Exams     | 30% |
| Social Movement Site Proposal | 15% |
| Reflection Paper              | 10% |
| Final paper and pres.         | 25% |
| Cultural Group presentation   | 10% |
| Class Participation           | 10% |

**Take-Home Essay Exams:** The take-home exams will be based on assigned readings, class discussions, and presentations. (30% of final grade)

**Social Movement Research Proposal:** Write a 4 - 6 page proposal on your proposed research.

The proposal will include: 1. An introduction to your social movement, a description of the site where you will focus, and the main issue or concepts that your research will focus on 2. Objectives of what the study will achieve 3. A literature review or initial readings, journal articles, and literature that you will use (make sure to summarize each one) and a paragraph at the end of this section on how the articles connect to your research question or topic 4. Methodology or procedure - describing your approach to doing the study (observations, interviews, surveys, literature review etc.) 5. Preliminary data gathered 6. Timetable for completing your study and research paper. Be specific as to when: you will be in the site, you will begin your data gathering, you will do interviews, you will finish your data gathering and begin writing, you will have a preliminary draft, and a final draft. (10%)

*Proposal for **Social Movement Projects:** We will be discussing possible placements for participation and study connected with the social and labor movement focus of the class. The outlook is to get a taste of what it is like to organize in relation to a social movement, not just carry out service. Since we do a yearly Cesar Chavez Pilgrimage, a visit by Dolores Huerta, a Cesar Chavez breakfast, a Fernando Pedraza memorial, and a 5K fundraiser to help the Pomona Day Labor Center – would like to focus on these projects.*

*In relation to the class, there are possible sites related to building a social movement this semester. These sites/social movements include: 1. A “5K Run” Project group to organize a 5k run on the campus that will raise funds for the Pomona Day Labor Center 2. A “Cesar Chavez Pilgrimage” project group that will work to build a community coalition to advance the values of “using one’s life for social change” 3. A “Fernando Pedraza Coalition group to work with the Rancho Cucamonga day laborer corner on Arrow and Grove (that includes ESL classes, meetings and organizing for a memorial of day laborer leader Fernando Pedraza) 4. A”Pomona Day Labor Center “cooperatives” research group to study how coops and trade unions might be developpe at the center and to do a workshop with the workers 4. An ESL Project Group” to teach ESL classes and to attend weekly meetings of the workers 5. A “Dolores Huerta Project Group” that will help build the Cesar Chavez*

*breakfast where she will speak and a luncheon or forum on campus 6. A “Pomona Speaks coalition Project Group” that will take up organizing efforts to end the abuses of checkpoints in the city of Pomona 7. A Student/Labor Support Network Project Group that will include weekly meetings of students to support the organizing efforts of workers, collaborating with the Inland Empire Labor Network, and organizing for a May 1 march in the Inland Empire*

*To get the fullness of the experience in this class, as related to our readings, it is proposed that all the members of the class make a serious effort to be part of the Alternative Spring Break to La Paz (Keene, CA) from Friday afternoon March 12<sup>th</sup> – Tuesday afternoon, March 16<sup>th</sup>. (Proposal: 15%)*

**Reflection Paper:** Students who participate in the Alternative Spring Break should take notes in the course of their experience. Use your readings (reference your sources) and apply course concepts to reflect on the UFW Alternative Break This is not meant to be an “opinion” assignment. The paper will be evaluated on how well you integrate the readings with your lived experience. Make sure to use references and cite your sources. **Include a paragraph, at the end of your paper on your service/contributions to the UFW Alternative Spring Break. For those students who absolutely cannot be part of the Alternative Spring Break, please meet with Professor Calderon to work out an alternative.** (10%)

**The Final Research Paper** (10 - 12 pages long): In this class, you will get a taste of experiencing and participating in a social movement site. As part of that participation, you are asked to apply the readings, lived experiences, and "social movement" concepts/theories to that site. During the course, you will be required to pick one particular social movement site or activity and get to know it all-sidedly. This means that you will study the origins, history, and organizational developments of this site or activity. Of most importance, you will study and learn about this social movement by becoming a participant in its meetings and activities. In addition to the issues that come up in your ongoing involvement in the social movement, your observations should include some information on seven major questions: what are you social movement’s beliefs, how is your social movement organized, what has caused this social movement to emerge, what types of people are involved in this social movement, what strategies does your social movement use to achieve its goals, how does the larger society react to this social movement, and what impact is the social movement having in advancing its goals and achieving social change.

Review the literature that is available on that issue. Relate what others have found out about the issue and how your study will differ, will add, or will contribute to that literature. Data for the paper should be gathered primarily through participant observation. The final paper should include an introduction, the significance of your research, the methodology used, references to the literature (class readings, journals, books, etc.), and a conclusion that summarizes the findings and results. Your purpose is to gather concrete data or information which can help provide an answer to the seven questions. Other data, in addition to observations, can include interviews, historical and demographic information, journals, newspapers, magazines, etc. (or any combination of these).

REMEMBER: the research must be based on issues and concepts studied in the class and applied to a particular social movement, activity, or organization that you observe or are involved in over a period of time during the quarter. When you have gathered your data, utilize it to develop your paper. Look over the syllabus and decide on your topic and site now. The best papers are based on notes taken during the

course of the semester. They also utilize the readings as sources for data and information. It is essential to: **Use the data or evidence as a foundation for the argument of the paper and to provide a bibliography of your references. This paper is due on the last day of class. Note:** The research project can be a “team research” project and the presentation can be a “team effort.” However, the final papers must be an individual research paper.

**Presentation on Social Movement research** -- At the end of the semester, students will present a short report on their Social Movement Organization research covering social movement concepts and issues, the readings (or literature) related to the topic, the methodology used, the data gathered, and conclusions reached from the findings.

Final Paper and Presentation: (25% paper and presentation)

**Cultural Group presentation:** The class will be divided into cultural groups. Each group will focus on a particular section of the syllabus this semester. The group should identify major themes for the presentation and collectively develop them into a class presentation which uses a creative medium or combinations of mediums (i. e. video, theater, art, music, collage, dance, rap, poetry, etc.). The presentation should develop an introduction as to the main argument that you are making about the readings and an analysis, with data, to sustain your argument. Draw on quotes, examples, and sources from the readings. Develop a conclusion that summarizes your argument. Do not merely summarize the argument of the author/s but develop your own thinking and criticality about what the author/s are saying. The class and groups will be consulted on a team grade -- using a hand-out of "criteria" for grading the presentation. (10%)

## **COURSE OUTLINE:**

### **Introduction to Class 1/20**

Introductions and Discussion of Syllabus

### **Participatory Research, Teaching, and Learning 1/27**

**Reader:** Reader: Lessons from an Activist Intellectual: Participatory Research, Teaching, and Learning for Social Change

**Reader:** “The Irony of Service: Charity, Project, and Social Change in Service Learning” by Keith Morton

**Reader:** “Social Movement Organizations: Asking Questions,” by John Lofland

### **Social Movement Research Proposal Assignment**

*Discussion on social movement site*

Discuss top three sections in syllabus that might interest you for a group presentation

### **Social Movement Theory, Practice, and Learning 2/3**

**READER:** “The Structuring of Protest” in Poor People’s Movements

Reader: Snow, Soule, and Kriesi, “Mapping the Terrain”

### **Social Movement Research Proposal due**

### **Early Years of the Farm Worker Movement 2/10**

Cesar Chavez: A Triumph of Spirit -- Chapter 1-3

**READER:** “The Strike of 1933,” and “Down the Valleys Wide” in Dark Sweat, White Gold

### **Gender Issues in the Farm Worker Movement 2/17**

“Coleadership: The Strength of Dolores Huerta” (Chapter 4) in Cesar Chavez: A Triumph of Spirit

**Reader:** Margaret Rose, "Traditional and Nontraditional Patterns of Female Activism in the United Farm Workers of America"

### **Filipino Immigrants and leaders in the Farm Worker Movement 2/24**

**Reader:** Preface: “Wen Manong” by Craig Scharlin and Lilia V. Villanueva

**Reader:** “The Post War Years;” “Recent Filipino Immigration;” ”Struggles for Survival and Acceptance” by Lorraine Jacobs Crouchet

**First take-home essay question passed out on 2/24 and due on 3/3**

### **Rise of UFW During the Civil Rights Era 3/3**

Cesar Chavez: A Triumph of Spirit -- Chapters 5-7

**Reader:** “Recruiting for the Grape Boycott: Students, Women, Clergy, and Labor” in Beyond the Fields

**First Take-Home Essay due**

### **Pesticides and Survival of the Farm Worker Movement 3/10**

Cesar Chavez: A Triumph of Spirit – Chapter 8

**Reader:** “The UFW Battles Pesticides” in Beyond the Fields

**La Paz (UFW) Alternative Spring Break 3/12-3/16**

### **Reflections on La Paz 3/24**

“A Break of Consciousness” from *Educational Foundations* by Jose Calderon

“Community Development Corporations and Community Development Financial Institutions” in *Making a Place for Community*”

(Note: 3/26 Dolores Huerta will speak at Pitzer)

### **Immigrant Laborers and the Farm Labor Movement 3/31**

Cesar Chavez: A Triumph of Spirit: “The Mexican Dilemma” – Chapter 9

**Reader:** “A Historical Pattern of Immigration Raids” from *Relay Magazine* by Jose Calderon

### **Si Se Puede and The Immigrant Rights Movement 4/7**

**Reader:** “Building the Immigrant Rights Movement” and “The Immigrant Rights Movement Explodes” in *Beyond the Fields*

### **Alliance and Coalition Politics As A Movement 4/14**

**Reader:** “The Labor-Latino Alliance” in *Beyond the Fields*

**Reader:** “Race and Interracial Coalitions” in *Double Trouble* by Phil Thompson

**Presentation by Phil Thompson on April 20 at 4:15 (Extra Credit Paper)**

### **The Dialectic of Decline and Moving On 4/21**

**Reader:** “Decline of the UFW” in *Beyond the Fields*

**Reader:** “Epilogue in *Why David Sometimes Wins* by Marshall Ganz  
**Second Essay Question Passed out 4/21 and due on 4/28**

**Transformations in Immigrant/Labor Organizing 4/28**

**Reader:** “Introduction” to L. A. Story: Immigrant Workers and the Future of the U. S. Labor Movement  
**Second essay question due on 4/28**

**Summary of Class and Social Movement Presentations 5/5 and final exam day (if need be)**

**Final Papers for seniors due on 5/3 and all others to be worked out – (depending on presentations)**